



Unit: A Historical Perspective Looking Into Our Past



Introduction to the Module

This lesson will help students identify the significance of Chickasaw National Recreation Area to our Nation and the state of Oklahoma. It reviews the history of the park and how it

shapes the way the park is maintained for future generations. It identifies the historical events that shape the Chickasaw National Recreation Area and defines it as a National Park

Teacher Background

Chickasaw National Recreation Area looking into our past. In early times the people according to ancient traditions, knew the park as “Peaceful Valley of Rippling Water.”

In the later 1890’s, the town of Sulphur Springs grew up around the freshwater and mineral springs. The early settlers began to build hotels and bathhouses to capitalize on the medicinal qualities of the mineral waters with visions of the area becoming a healing resort. Fearing that the land surrounding the springs would be limited, the Chickasaw Nation considered the establishment of a national park on their lands. In 1902, government officials agreed and bought a 640- acre tract of land that included the springs. Platt received another 218 acres in 1903 to better protect the springs from pollution by the town. A 54- acre tract acquired in 1941 raised the park to 912 acres. Being the smallest national park to be formed, it is also older than the park service itself. It was the seventh park to be established. The area became protected from

covered pavilion was built, all seven springs were funneled into one and it was referred to as Big Tom Spring. Now known as Pavilion Springs, it continues to flow with mineral water and is still collected and consumed by many.

1902 – 640 acres of land was acquired at the price of \$20.00 per acre from the Choctaw & Chickasaw Indian Nation. The park was named Sulfur Springs Reservation. The town was relocated because it began to threaten resources around which it was built, both in terms of pollution, lack of sanitary facilities in town, and due to the springs’ potential for commercialization for profit.

1906 – The name was changed to Platt National Park. The park was named after Senator Platt from Connecticut. He was a member of the committee on Indian Affairs.

1916 – National Park service was established

1920-1930 – The Civil Conservation Corp (CCC) erected various roads, bridges, and other structures within the park. They also planted various trees.

1969 – Travertine Nature Center was built

1972 – Approximately 10,000 acres was added to the park. This included Lake of the Arbuckles Recreation Area. The park was renamed Chickasaw National Recreation Area.

development and was named Sulphur Springs Reservation. In 1906, it was designated Platt, in honor of Orville H. Platt in recognition of his distinguished services to the Chickasaw Indians and to the country. Senator Platt served for twenty-six years as senator of the State of Connecticut and was a member of the Committee on Indian Affairs. The town grew up around these springs. Later a

Pre-Visit Activity	Time Traveler- A time machine has enabled us to travel back in time. Students learn about periods in	history by creating travel brochures for time traveler.
In Park Activities Ranger Lead	Hike Buffalo Springs and look for evidence of the work of the CCC and visit the Pavilion Springs	
School Activities Ranger Lead	Historic photos and story telling	
In Park Activities Teacher Lead	Have the students visit Bromide Pavilion and do a role play exercise as if they were visitors coming to the park	with a family member that needed to be healed with the life giving waters of the springs.
Post Visit Activities Teacher Lead	Tell a Story- Pretend that you are at a picnic or working for CCC. Write a letter home about what you saw and did. Be	sure that everything you write is backed up by something historical. That makes it historical fiction.
Key Vocabulary	Civilian Conservation Corp, National Park Service, Chickasaw National Recreation Area, Flora, Fauna, Species,	Landforms, Geographic Features, Recreation, Medicinal, Bathhouse

Oklahoma PASS Standards**Kindergarten**

Language Arts: Vocabulary: Standard 4
Oral Language/Listening and Speaking:
Standard 1, Standard 2 & Standard 3

Grade 1

Language Arts: Standard 4
Oral Language/Listening and Speaking:
Standard 1, Standard 2, & Standard 3

Grade 2

Oral Language/Listening and Speaking:
Standard 1, Standard 2, & Standard 3

Grade 3

Oral Language/Listening and Speaking:
Standard 1, Standard 2, & Standard 3
Social Studies 1

Visual Art: Standard 2

Grade 4

Language Arts: Oral
Language/Listening and Speaking:
Standard 1, Standard 2, & Standard 3
Visual Art: Standard 2 & Standard 3
Social Studies Standard 1

Grade 5

Language Arts: Oral
Language/Listening and Speaking:
Standard 1, Standard 2, & Standard 3
Visual Art: Visual Art: Standard 2 &
Standard 3

Grade 6

Language Arts: Oral Language/Listening and Speaking:
Standard 1, Standard 2

World Studies: Standard 1 & Standard 2

Social Studies Standard 2

Visual Art Expression: Standard 3

Grade 7

Social Studies Standard 1.4

Language Arts: Visual Literacy Standard 1

Language Arts: Oral Language/Listening and Speaking:
Standard 1, Standard 2

Visual Art Standard 3

Grade 8

Social Studies: Standard 1 & Standard 2

Language Arts: Visual Literacy Standard 3

Language Arts: Oral Language/Listening and Speaking:
Standard 1, Standard 2

High School – OK History: Standard 1

United States History 1850 to the Present

Standard 1

Standard 4

Visual Art: Standard 2

Essential Questions

1. What are the reasons why people came to Sulphur Springs in the early 1900's?
2. What are reasons why people want to come to Chickasaw today and how are people [visually] persuaded to come here?
3. What was the significant role of the CCC in Chickasaw National Recreation Area?

Other Suggested Activities

Ask them to write one journal entry (first person) from the perspective of a CCC worker, based on the sources they have read or learned.

Create a timeline of the events for Chickasaw National Recreation Area

Chickasaw National Recreation Area Expanded Lessons interactive games for students for use of smart boards or computers <http://www.nps.gov/webrangers> or <http://www.nps.kidzone>